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Research on the Application of Task - Driven Teaching Method in Computer Specialty Teaching

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Abstract: In order to improve the enthusiasm and initiative of students' learning, improve the quality and efficiency of teaching, and then cultivate good thinking, practical ability of high-quality personnel, a new teaching method - task-driven teaching method came into being. Task-driven teaching method is a kind of teaching method based on the theory of constructivism teaching. Especially in vocational education, computer teaching adopts task-driven method to stimulate students 'interest and improve students' ability to meet the needs of society. Computer teaching has adopted a significant teaching advantage of the task-driven teaching method received a good effect. This paper studies and analyzes the implementation of task - driven teaching method in computer teaching, and has strong practical significance and theoretical value. Combining the author 's practical experience in teaching, this paper summarizes the advantages of the teaching model in the computer teaching of higher vocational education and the key to the application of the model in classroom teaching and practical teaching.

Key words: Computer teaching; task; task – driven

1. Introduction

Computer course is a set of knowledge and skills in one, very practical course, requires students to learn theoretical knowledge, but also to master the practical skills. At the same time the computer knowledge content replacement soon, to cultivate students' ability of autonomous learning and lifelong learning is particularly important. In view of this, the author in the teaching practice using the "task-driven" teaching method, and achieved good results. Task-driven teaching method is designed and put forward by the teacher according to the current teaching theme and put forward "task". It gives the idea, method, operation and result of the task, and then guides the students to learn, And complete the corresponding teaching tasks of teaching methods [1].

(1) easier to complete teaching objectives. The use of task-driven teaching model for teaching, teacher teaching and student learning are around how to complete this specific task. Teachers teaching ideas clear, students learn a clear purpose, easier to master the learning content. For example, in the office software teaching Word advanced layout of this part of the content, according to the task-driven teaching model is not isolated to introduce the concept of each part, the role and method of operation, but all the content to be designed to "test paper" A specific task to achieve, the teacher by explaining how to make a test paper for students to master the teaching content. First of all, the teacher first show a good test paper to the students, so that students have a preliminary impression of the initial [2]. At this time, teachers and then analyze the structure of this paper, so that students on the column, the header and footer, insert the mathematical formula and other concepts have an intuitive understanding. Then the teacher explained the specific operation of the various parts of the method. Such as teaching, students learn fast, remember prison, and teachers prepare lessons done in advance, the students may be wrong or easy to confuse the place easy to grasp, teaching, the key points difficult to highlight the entire teaching process clear, structured, logical, Relaxed and natural.

(2) Easier to stimulate students' active participation. If the teacher is always teaching, students listen to, students are prone to fatigue, but also easy to develop classes to wait for teachers to rely on psychological care. Using the task-driven teaching model, each class teachers are required to complete a specific task students, students have a sense of urgency in the mind, in the teacher to explain the process, is no longer passively accepted. In the study, students can read the textbooks, students communicate with each other to discuss the solution to the problems, while others need to be instructed by the teacher. As teachers are mainly methodological guidance, students have more time to specific operation, students are more likely to experience their own sense of success, to fully mobilize the enthusiasm of students to learn and take the initiative to participate in consciousness.

(3) Easier to develop students' ability to identify problems, solve problems and integrate applications. The use of task-driven teaching, student learning process is carried out around the completion of a specific task, the specific task of teaching content will be integrated together, which makes students in the process of completing the task, both learning the content of the process, but also integrated application of teaching Content of the process, so that the knowledge of learning and knowledge of the application of organic together, so that students deeply appreciate the computer as a modern tool in the real life of the application [3]. In the study, teachers can also guide students according to their own needs, put forward the actual life of the desired function, to guide students to solve their own, so that students develop problems, solve practical problems, shorten the learning cycle.

2. Computer classroom teaching to teacher-led, in order to play the main role of students to create conditions

2.1 to propose learning tasks, to stimulate student interest.

According to the requirements of quality education, our teaching is the development of teaching, so our classroom should be self-learning classroom. The decision of the task should be proposed by the teachers and students to discuss or students according to their own needs, so that the task in line with each student's interest and personality needs. Teachers should be based on teaching objectives to be taught to be cleverly implied in a task, to stimulate students' desire for knowledge and learning interest, so that students through the completion of the task to master the purpose of learning knowledge [4].

2.2 create a learning situation, and actively guide the inquiry.

The main purpose of creating a situation is to enable students to understand the need for learning tasks and learning tasks related to learning information, to stimulate students' interest in learning, resulting in the task to complete the motivation. Students accept the task, in great interest and urgent needs, will have a positive exploration of the driving force, which is our often used teaching model.

2.3 to inspire students thinking, cognitive construction.

The basic way of thinking, cognitive structure and learning methods, in the teaching process are very important. On the one hand, teachers should guide, grasp the content of the entire teaching process, progress and direction, to the students to think about the opportunity and time, so that students have as much time to self-learning; the other hand, teachers have to take a variety of ways , To activate the state of mind, to teach the process of thinking, training thinking strategies, improve thinking ability, and further promote the construction of the meaning of students to form a new cognitive structure [5].

2.4 point evaluation results, improve the cognitive structure.

Students through the analysis of learning tasks, the effective use of student situations, to establish their own way of thinking, put forward the solution to the problem. At this time the students have established their own cognitive structure, but not perfect, must be through the teacher's analysis of their learning results, evaluation, in order to improve the cognitive structure, to achieve the purpose of teaching objectives.

3. Task-driven teaching method to organize and complete the machine practice class

In the computer course, the majority of the practice class is the main content of the teaching practice of the student as the main body of the study, which is the main teaching work of the computer teacher. In the computer practice class application task-driven method mainly has the following links:

3.1 placement of students on the machine "task".

The task is the direct driving force of students to learn, teachers should be based on the learning content, the machine goals and students to design the task of this section on the machine class, the objectives and tasks clear for the future study and the final completion of the task plays a vital role The In classroom teaching, teachers and students through the creation of the problem, the knowledge to be learned cleverly implied in a task, so that students in the process of accomplishing the task to understand the subject knowledge, master the purpose of skills.

Designed "mission" can fully mobilize students' enthusiasm for learning and desire for knowledge, in a harmonious and harmonious situation to get a good teaching effect, which requires teachers to ask for more work in the task design. In general, the "task" design generally need to consider the following aspects of the problem.

(1) a comprehensive understanding of the object. Different students, their ability to accept knowledge tend to be very different. Teachers to "task" design, from the reality of students, give full consideration to the students of the existing cultural knowledge, cognitive ability, age, interest and other characteristics, so that individualized teaching.

(2) "task" design should pay attention to focus, difficult. Mastering computer expertise and skills is a step-by-step process. "Task" design to consider the "task" size, knowledge points, before and after the contact and many other factors. Generally speaking, each "task" involved in the knowledge points should not be too much, it is best not to have more than two points, difficulties, too much will increase the difficulty of learning; "task" size should be small, Too large, will deviate from the task-driven teaching method of the original intention.

(3) the practicality of the task to be strong. Usually, teachers in the knowledge to explain, after the demonstration, the most critical is to allow students to practice hands-on, so that students in practice to grasp the real knowledge, master the method. Teachers in the teaching task design, we must pay attention to the practical task of teaching, as far as possible through the design of some of the teaching tasks completed by the case.

3.2 to complete the task of thinking, methods, operations.

After finishing the task on the plane, let the students discuss, analyze the task, ask questions. Asked the question, it is best to first solve by the students, teachers and then appropriate inspiration and guidance. Finally, the teacher can use multimedia presentation or explain the method, given the task to complete the task or the task to complete the method or specific steps.

3.3. Students complete the task on the plane.

Problem and put forward the design process, the students need to through a variety of ways, various methods, various means to complete the task on the machine. In this process, students are in the dominant position. Under the guidance of teachers, students give full play to the initiative and creativity of learning, not only let students feel the process of cognition, complete the understanding and application of knowledge, and cultivate and improve students' ability to solve practical problems and innovation consciousness.

In addition, the teacher in the student to complete the task of this process to strengthen the individual guidance of students, give full play to students to explore the initiative of learning. Practice has proved that tasks through student exploration and confirmatory learning, will soon be transformed into part of their cognitive structure, the formation of a new cognitive structure. Teachers in this part of the role is mainly deep into each student to solve the problem of individual students, record students on the machine situation, etc., for the evaluation of the machine to lay the foundation.

3.4 students to complete the task analysis and evaluation of the situation, sum up the rules and techniques, the practice will rise to theoretical height.

This is a finishing touch of the process. Teachers can take the students or students to discuss the collective summary of flexible and diverse forms to carry out, sum up the rules and techniques, the practice will rise to the theoretical height, students can make up for the lack of evaluation, so that the task of accomplishing the quality and effectiveness To sublimate.

4. use of task-driven teaching method should pay attention to the problem

(1) task-driven teaching method although there are many advantages, but it is not a panacea to solve all problems. On the basis of deep and detailed analysis of the content of computer teaching, the author believes that the application of the higher skills of the application of software learning task-driven method, you can achieve a multiplier effect of teaching; but for the more theoretical subjects, then Should not be used.

(2) Correctly handle the relationship between task-driven teaching and other teaching methods. Task-driven teaching method has unparalleled advantages, but cannot replace other teaching methods, because other teaching methods in improving the quality of learning ability, increase student knowledge also has a unique role. Therefore, we should be based on the specific content of computer courses and student characteristics, with ready-made multimedia technology, make full use of task-driven, heuristic, two-way communication and other teaching methods.

(3) Before using the task-driven method, the teacher should properly convert or exchange the contents of the teaching material, that is, to blend the task. At the same time, to fully understand the student's knowledge structure and situation, and the accumulation of a large number of material, to set the teaching situation, that is, design tasks used.

(4) The use of task-driven method of teaching, the best in the interactive multimedia electronic classroom, the task-driven method of the four steps interlocking.

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